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ABSTRACT

Intended for use by teachers of kindergarten through grade 10, this curriculum guide is designed to make communication education an integral part of the school program. The philosophy of the guide focuses on the processes of analyzing, formulating a position, and organizing information or ideas into meaningful form, rather than solely on surface features such as literal comprehension in reading, mechanics in writing, and correct speech. It defines curriculum objectives generally for each subject area, and then shows how they are implemented in detailed developmental schedules of expected skill acquisition for each grade level in the following subject areas: reading, literature, writing, speaking and listening, using media, reasoning, handwriting, spelling. These schedules indicate the grade level at which each skill or process is formally introduced, formally reinforced, mastered, and then informally enriched and extended. (JG)

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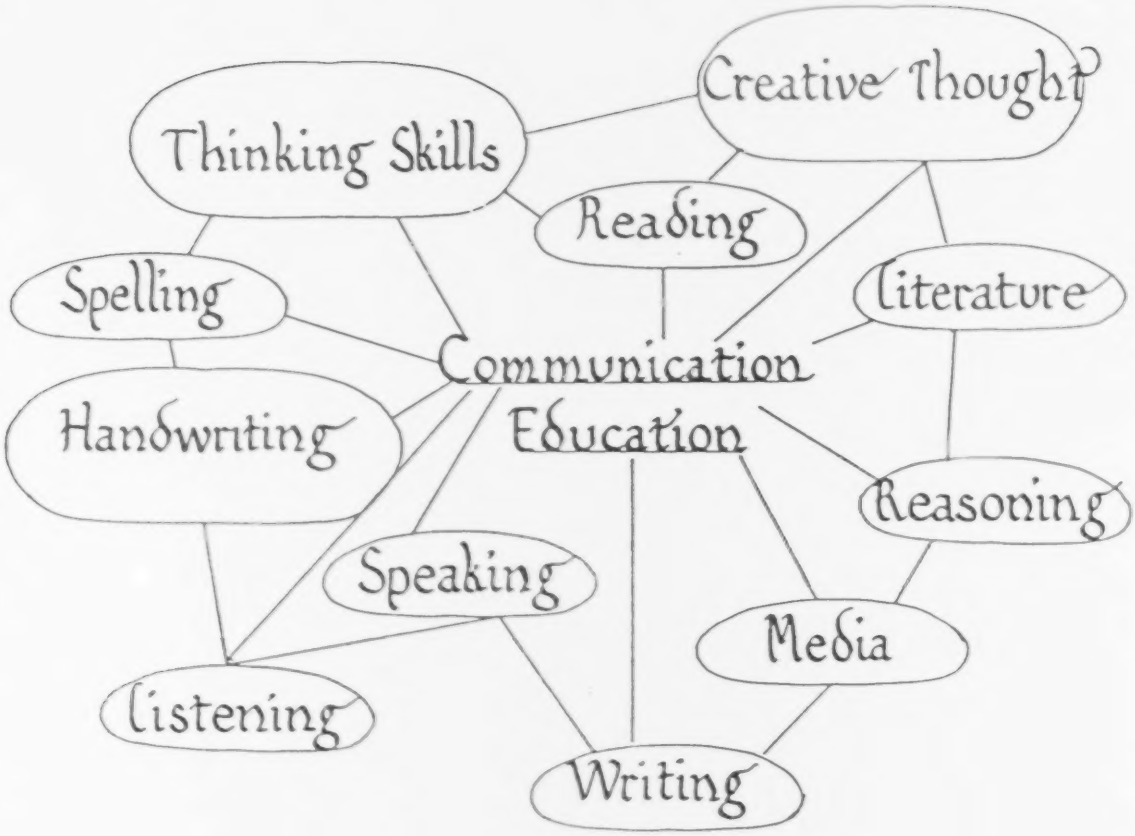

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Summit School District RE-1
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Summit School District RE-1

Educational Philosophy

Communications Curriculum

Believing that all children can learn, Summit School District RE-1 guarantees that every student, every day, will be presented an appropriate challenge and the opportuntity for success.

In Summit School District RE-1, the central theme of communication education is to enlarge the students' appreciation of their world and lead them to a better understanding of reading, literature, writing, listening, and speaking, media, reasoning, handwriting and spelling. We believe creative thought should be incorporated in all of these areas.

Communication education should be an integral part of the school program. It should also be used to integrate, reinforce, and enhance the other basic curricular areas so as to make learning more meaningful for children. Communication education we believe, provides a window through which to view the world, thus helping students to understand past and present societies and their values.

Whereas an effective communication program teaches the basic skills of handwriting, spelling, grammar, and writing mechanics, it teaches these as the means to the end of improving communication. Our goal is to nurture literate individuals who bring to our world the vital abilities to analyze, formulate a position, and organize information or ideas into meaningful form. Attention must be focused on these processes rather than solely on surface features such as literal comprehension in reading, mechanics in writing and correct speech. It is only when language users are engaged in meaningful intellectual growth that surface features take on importance.

Finally, a communication education curriculum should instill a continuing commitment to communication which goes beyond school experiences. Ultimately, students leaving Summit School District will be life-long readers and writers who use their communication skills both critically and creatively to continue on a path of personal growth.

Summit School District RE-1

K-10 Communications Curriculum

The goal of communication education is to develop literate individuals who understand how communication, technology, and society influence one another and who are able to use this knowledge critically and creatively in their everyday decision-making. The literate person has a substantial base of facts, concepts, conceptual networks, and process skills which enable the individual to continue to learn, think and appreciate the value of communications.

PROGRAM OUTCOMES:

A carefully planned and articulated communication education curriculum should:

1. Emphasize problem solving and the processes of communication as well as basic concepts of reading, literature, writing, listening and speaking, media, reasoning, handwriting and spelling.

2. Provide awareness of the impact of communication technology on society.

3. Integrate with the other curricular areas rather than be addressed solely as a separate discipline.

4. Use a variety of community resources so students realize that communication is an integral part of everyday life.

5. Foster and maintain the natural curiosity of students, and provide experiences to explore the world around them.

6. Strive to develop student's confidence to ask questions and to seek answers based upon observations, evidence, and critical/creative thinking.

7. Guide students to an appreciation of literature and ideas.

8. Incorporate experiences where students have the opportunity to use appropriate oral and written communication skills in describing and solving problems.

COMMUNICATIONS CURRICULUM EVALUATION

The following criteria will be used in evaluating student performance in the communications content area at each grade level:

1. Mastery of skills at appropriate grade level as indicated by the curriculum.

2. One grade level gain on the Gates-MacGinitie test (pre-fall/post-spring).

3. A minimum of 80 percentile score in vocabulary, comprehension, spelling, language mechanics and expressive language on CTBS annually.

4. One completed writing project displaying criteria developed by grade level incorporating the curriculum including handwriting skills.

5. One completed speaking/listening project displaying criteria developed by grade level incorporating the curriculum.

6. Mastery of grade level spelling list.

Coding System:

I - Formally Introduced

R - Formally Reinforced

M - Mastered

E - Informally Enriched and Extended

SKILLS AND PROCESS

READING/LITERATURE

Students must be provided with the necessary reading skills to function effectively in their world. A variety of teaching approaches should be utilized to meet their varying reading learning styles. Reading instruction should integrate writing. Such integration helps establish a stronger relationship between oral and written language. Writing also contributes to learning in phonics, spelling, vocabulary development and reading comprehension. Students should read materials such as periodicals, manuals, and consumer research, while at the same time they immerse themselves in literary classics, both fiction and non-fiction.

Reading quality literature should be an integral part of reading instruction so that students develop a love of reading rather than only the skills necessary to read. Reading literature helps to broaden one's perspective in many ways. Literature can nourish an appreciation of the beauty of language and familiarize students with recurring themes of importance to all human kind. As people gain experience with the literature from various cultures, they create images of humanity. These images expand the reader's perspective, bring them pleasure and help them develop wisdom.

The amount of independent, silent reading children do in and out of school is significantly related to gains in reading achievement. Independent reading is a major source of vocabulary growth and also encourages reading fluency. Thus, independent reading time should be a high priority in every school and independent reading outside of school should be encouraged and rewarded.

Reading/Literature Skills and Process:

1. Use word recognition and vocabulary development skills effectively.

2. Develop all levels of reading comprehensions skills.

3. Develop creative responses to reading.

4. Develop study, locational, and functional reading skills.

5. Develop effective ways of responding to literature.

6. Realize the importance of literature as a mirror of human experiences.

7. Apply perspectives of other disciplines to the understanding of literature.

Area: Reading /Literature
Skills and Processes: Use word recognition and vocabulary development skills effectively.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- develop auditory and visual memory	I	R	R	R	R	R	M				
- develop oral vocabulary	I	R	R	R	M						
- develop written vocabulary		I	R	R	R	R	M				
- recognize letter names	M										
- identify and use initial consonants	M										
- identify and use final consonants	R	M									
- identify and use medial consonants	I	R	R	M							
- identify and use consonant blends	I	R	R	M							
- identify and use consonant digraph	I	R	R	M							
- identify and use short vowels	I	I	R	M							
- identify and use long vowels		I	R	M							
- identify and use r controlled vowels		I	R	M							
- identify and use variant vowel sounds and spellings		I	R	R	R	R	M				
- use syllabication		I	I	R	R	R	M				
- use structural analysis:											
compound words		I	R	M							
root words		I	R	R	R	R	R	M	E	E	E
prefixes/suffixes		I	I	R	R	R	R	M	E	E	E
contractions		I	R	M	R	R	R	M			
variant endings		I	R	R	R	R	R	M			
- understand meanings of words using context clues		I	R	R	R	R	R	R	R	R	M
- understand oral and visual opposites	I	R	M								
- understand synonyms and antonyms		I	R	R	R	R	R	R	M	E	E
- understand homophones and homographs		I	I	R	R	R	R	R			
- use dictionary		I	I	R	R	R	R	R	M	E	E
- apply skills of phonetic and structural analysis to improve reading		I	R	R	R	R	R	R	M	E	E
- expand reading vocabulary		I	R	R	R	R	R	M	E	E	E

Area: Reading/Literature
Skills and Processes: Develop all levels of reading comprehension skills.

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- understand words and phrases	I	I	R	R	M	E	E	E	E	E	E
- understand meanings of sentences	I	I	R	R	M	E	E	E	E	E	E
- understand paragraphs and selections:											
recognize details		I	R	R	R	R	R	R	R	R	M
recognize main idea		I	R	R	R	R	R	R	R	R	M
recognize main idea and supporting details		I	R	R	R	R	R	R	R	R	M
recognize sequential relationships		I	R	R	R	R	R	R	R	R	M
show ability to classify		I	R	R	R	R	R	R	M	E	E
recognize cause and effect		I	R	R	R	R	R	R	R	R	M
recognize story elements (see 5)		I	R	R	R	R	R	R	R	M	E
show ability to make generalizations				I	R	R	R	R	R	R	M
show ability to draw conclusions		I	R	R	R	R	R	R	R	R	M
show ability to distinguish fact from opinion			I	R	R	R	R	R	R	R	M
show ability to compare and contrast		I	R	R	R	R	R	R	R	R	M
show ability to predict outcomes		I	R	R	R	R	R	R	M	E	E
distinguish between realism and fantasy		I	R	R	R	R	R	R	M	E	E
distinguish between fiction and non-fiction			I	R	R	R	R	R	R	M	E

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- recognize author's purpose				I	R	R	R	R	R	R	M
- recognize author's bias						I	R	R	R	R	R
- recognize slanted writing						I	R	R	R	R	R
- recognize propaganda techniques						I	I	R	R	R	M
- identify points of view					I	I	I	R	R	M	E
- evaluate reading materials						I	I	R	R	M	E
- analyze form and content						I	I	R	R	M	E
- understand figurative language				I	R	R	R	R	R	R	M
- recognize inconsistent logic				I	I	R	R	R	R	R	R
- recognize false analogies						I	I	R	R	R	M
- recognize emotionally loaded words						I	I	R	R	R	M
- recognize own bias that affect their reaction to reading						I	I	R	R	R	M
- articulate criteria on which their judgments are based					I	I	I	R	R	M	E
- modify existing judgments on basis of new information						I	I	R	M	E	E
- make and defend judgments about form and content of what they read							I	R	M	E	E
- synthesize ideas from a variety of sources in a project				I	R	R	R	R	R	R	M
- recognize multiplicity of word meaning:											
connotation/denotation		I	R	R	R	R	R	R	R	M	E
technical/non-technical						I	R	R	M	E	E
concrete/abstract					I	R	R	R	R	M	E
- use an author's ideas to stimulate new ideas					I	R	R	R	M	E	E
- perceive components and relationships in poetry					I	R	R	R	R	M	E
- perceive components and relationships in short stories and novels					I	R	R	R	R	M	E
- perceive components and relationships in plays				I	R	R	R	R	R	R	M
- perceive components and relationships in essays					I	R	R	R	R	R	M
- distinguish between main and supporting ideas			I	R	R	R	R	R	M	E	E
- understand relationships through semantic webbing				I	R	R	R	R	R	M	E
- gain an appreciation of literature		I	R	R	R	R	R	R	R	R	R
- display good reading behaviors:											
recall prior knowledge		I	R	R	R	R	R	R	R	R	M
visualize		I	R	R	R	R	R	R	R	R	M
set own purpose				I	R	R	R	R	R	R	M
self-appraise and self-correct				I	R	R	R	R	R	R	M
self-question						I	R	R	R	R	M
summarize				I	R	R	R	R	R	R	M

Area: Reading/Literature
Skills and Processes: Develop creative responses to literature

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- present oral reading to peers, younger children, or family		I	R	R	R	R	R	M	E	E	E
- choose books that stretch imagination		I	R	R	R	R	R	R	M	E	E
- engage in imaginative original thinking stimulated by reading selections		I	R	R	R	R	R	R	R	M	E
- write and evaluate different endings for stories		I	R	R	R	R	R	R	M	E	E

The student will:	K	1	2	3	4	5	6	7	8	9	10
- write and evaluate alternate incident for something that occurred in literature		I	R	R	R	R	R	R	M	E	E
- develop plots from story starters	I	I	R	R	R	R	R	M	E	E	E
- develop plot and character from story starters		I	R	R	R	R	R	M	E	E	E
- rearrange key scenes in plot, evaluate rearrangements		I	R	R	R	R	R	M	E	E	E
- consider how author might apply theme in contemporary situation			I	R	R	R	R	R	R	M	E
- model the author's style in a writing with original content					I	R	R	R	R	M	M
- write in the voice of the author about his/her views on issues of concern						I	R	R	R	M	M
- role-play characters from literature in hypothetical situations					I/R	R	R	R	R	M	E
- build new ideas from those suggested by author	I	R	R	R	R	R	R	M	E	E	E
- develop divergent thinking in response to literature			I	R	R	R	R	R	R	R	R
- gain an appreciation for literature	I	R	R	R	R	R	R	R	R	R	R

Area: Reading/Literature
Skills and Processes: Develop study, locational, and functional skills.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- develop study and locational skills:											
show ability to alphabetize		I	R	R	R	M	M				
- follow oral directions	I	R	M								
- follow written directions		I	R	R	R	M	M	E	E	E	E
- identify and use efficiently the basic parts of a table of contents		I	R	R	R	M	E	E	E	E	E
use prefaces				I	R	M	E	E	E	E	E
use introductions				I	R	M	E	E	E	E	E
use headings, sub-headings, and other authors' cues			I	R	R	M	E	E	E	E	E
use indexes			I	R	R	M	E	E	E	E	E
use glossaries			I	R	R	R	R	R	M	E	E
use appendixes						I	R	R	M	E	E
interpret footnotes						I	R	R	R	R	M
- interpret graphic aids:											
interpret illustrations		I	R	R	R	M	E	E	E	E	E
interpret maps		I	R	R	R	M	E	E	E	E	E
interpret tables, charts, schedules			I	R	R	M	E	E	E	E	E
interpret graphs		I	R	R	R	M	E	E	E	E	E
interpret diagrams			I	R	R	M	E	E	E	E	E
interpret timelines			I	R	R	M	E	E	E	E	E
- locate and interpret information in reference sources:											
use dictionary		I	R	R	R	M	E	E	E	E	E
use encyclopedia			I	I	R	M	E	E	E	E	E
- locate and interpret information in reference sources:											
use general reference works			I	R	R	R	R	R	R	R	M
use specific reference works			I	R	R	R	R	R	R	R	M
- prepare outline/notes					I	R	R	R	R	R	M
- prepare report			I	R	R	R	R	R	R	R	M
- prepare research/paper					I	I	I	R	R	R	M

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- use card catalogue			I	I	R	R	R	R	M	E	E
- use Dewey Decimal System			I	I	R	R	R	R	M	E	E
- use bibliographies						I	R	R	M	E	E
- use periodicals/newspapers			I	I	R	R	R	R	R	R	M
- find information for purpose of summarizing:											
summarize			I	I	I	R	R	R	M	E	E
make generalizations			I	R	R	R	R	R	R	R	M
identify conclusions			I	R	R	R	R	R	R	R	M
- vary rate and method according to purpose and content					I	R	R	R	M	E	E
- use skimming				I	R	R	R	R	M	E	E
- use scanning					I	R	R	R	M	E	E
- read with a purpose		I	R	R	R	R	R	M	E	E	E
- apply study methods which assist learning from reading			I	R	R	R	M	E	E	E	E
- read selectively				I	I	R	R	R	M	E	E
- read for details		I	R	R	R	R	R	R	R	M	E
- read critically		I	R	R	R	R	R	R	R	R	M
- recognize patterns of information of text and passages as aids to understanding			I	R	R	R	R	R	R	R	M
- prepare efficiently for objective tests					I	R	R	M	E	E	E
- prepare efficiently for essay tests					I	R	R	M	E	E	E
- use preview techniques					I	R	M	E	E	E	E
- review effectively				I	R	R	M	E	E	E	E
- develop functional reading skills to use: telephone books, schedules, menus, ads, newspapers, tv guide, tax forms, applications, driver's manuals, signs, labels, catalogues, voting skills and recipes				I	R	R	R	M	E	E	E
- learn to read in the content area				I	R	R	M	E	E	E	E
read expository as well as narrative writing to prepare himself/herself for content reading					I	R	R	R	R	R	M
connect to prior knowledge bout subject before he/she begins to read			I	R	R	R	R	R	R	R	M
make predictions about subject matter			I	R	R	R	R	R	R	R	M
gain a purpose for reading			I	R	R	R	R	R	R	R	M
develop vocabulary necessary for the subject:											
use semantic webbing			I	R	R	R	R	R	R	R	M
categorize			I	R	R	R	R	R	R	M	E
make analogies			I	R	R	R	R	R	R	R	M
answer questions while reading text:											
literal questions			I	R	R	R	R	M	E	E	E
inferential questions				I	R	R	R	M	E	E	E
experientially-based questions						I	R	M	E	E	E
gain from teacher's modeling thought processes and problem solving			I	R	R	R	R	R	M	E	E
organize material after it is read						I	R	R	M	E	E
use semantic mapping					I	R	R	R	M	E	E
use outlining					I	R	R	R	M	E	E
- develop functional reading skills to use the the following effectively:											
directions		I	R	R	R	M	M	M	E	E	E
instructional manuals				I	R	R	R	R	M	E	E
technical forms					I	R	R	M	E	E	E
want ads					I	R	R	M	E	E	E
map-reading see skill 2		I	R	R	R	R	R	M	E	E	E

Area: Reading/Literature
Skills and Processes: Develop effective ways of responding to literature.

	K	1	2	3	4	5	6	7	8	9	10
- recognize and understand the following:											
sounds and versification					I	R	R	M	E	E	E
alliteration		I	I	I	I	R	R	R	R	M	E
assonance									I	R	M
consonance									I	R	M
couplet					I	R	R	R	R	R	M
meter					I	R	R	R	R	R	M
onomatopoeia					I	R	R	R	R	R	M
refrain					I	R	R	R	R	R	M
rhyme		I	R	R	R	R	R	R	R	R	M
rhyme scheme				I	R	R	R	R	R	R	M
rhythm				I	R	R	R	R	R	R	R/M
scansion											I
slant rhyme											I
stanza					I	R	R	R	R	R	M
- figurative language											
conceit						I	R	R	R	R	M
hyperbole						I	R	R	R	R	M
metaphor				I	R	R	R	R	R	R	M
personification				I	R	R	R	R	R	R	M
simile				I	R	R	R	R	R	R	M
symbolism					I	I	I	R	R	R	M
synesthesia								I	R	R	M
understatement								I	R	R	M
- recognize and understand the following:											
style							I	R	R	R	M
atmosphere							I	R	R	R	M
audience				I	R	R	R	R	R	R	R
dialect		I	R	R	R	R	R	R	R	R	R
diction							I	R	R	R	R
formality-informality							I	R	R	R	M
idiomatic language				I	R	R	R	R	R	R	M
imagery				I	R	R	R	R	R	R	R
mood				I	R	R	R	R	R	R	R
parallelism										I	M
repetition							I	R	R	R	R
tone									I	R	M
- recognize and understand the following:											
terms/techniques of imaginative literature										I	R
climax										I	R
conflict										I	R
antagonist										I	R
dialogue										I	R
flashback											I
foreshadow											I
irony								I	R	R	R
narrator				I	R	R	R	R	R	R	R
organization							I	R	R	R	R
stereotype										I	R
suspense										I	R
theme							I	R	R	R	R
plot			I	R	R	R	R	R	R	M	E
point of view first person						I	I	R	R	R	M
point of view third person						I	I	R	R	R	M
point of view omniscient								I	R	R	M

	K	1	2	3	4	5	6	7	8	9	10
- recognize and understand the following:											
protagonist							I	R	R	R	M
pun							I	R	R	R	R
rising action										I	R
sarcasm											I
setting				I	R	R	M	E	E	E	E
situation							I	R	M	E	E
- read widely from the following types of literature both in school and out of school:											
fiction	ONGOING----------										
sketch	ONGOING----------										
tall tale	ONGOING----------										
fable	ONGOING----------										
nursery rhyme	ONGOING----------										
fairy tale	ONGOING----------										
myth	ONGOING----------										
fantasy	ONGOING----------										
legend	ONGOING----------										
parable	ONGOING----------										
parody	ONGOING----------										
allegory	ONGOING----------										
historical fiction	ONGOING----------										
farce	ONGOING----------										
epic	ONGOING----------										
novel	ONGOING----------										
short story	ONGOING----------										
riddle	ONGOING----------										
comics	ONGOING----------										
folk literature	ONGOING----------										
drama	ONGOING----------										
tragedy	ONGOING----------										
comedy	ONGOING----------										
historic play	ONGOING----------										
plays in verse	ONGOING----------										
radio play	ONGOING----------										
monologues	ONGOING----------										
tv drama	ONGOING----------										
dialogues	ONGOING----------										
skits	ONGOING----------										
supernatural stories	ONGOING----------										
science fiction stories	ONGOING----------										
detective stories	ONGOING----------										
mystery stories	ONGOING----------										
satire	ONGOING----------										
non-fiction autobiography	ONGOING----------										
non-fiction biography	ONGOING----------										
non-fiction essays	ONGOING----------										
non-fiction humor	ONGOING----------										
non-fiction journal, diary	ONGOING----------										
non-fiction anecdotes	ONGOING----------										
non-fiction newspapers	ONGOING----------										
non-fiction informational articles	ONGOING----------										
non-fiction feature articles	ONGOING----------										
editorial articles	ONGOING----------										
magazines	ONGOING----------										
oratory	ONGOING----------										
letters	ONGOING----------										
eulogies	ONGOING----------										

	K	1	2	3	4	5	6	7	8	9	10
- read widely from the following types of literature both in school and out of school:											
reference books	ONGOING----------										
narrative poetry	ONGOING----------										
lyrical poetry	ONGOING----------										
free verse	ONGOING----------										
blank verse	ONGOING----------										
elegy	ONGOING----------										
concrete poetry	ONGOING----------										
haiku	ONGOING----------										
tanka	ONGOING----------										
cinquain	ONGOING----------										
diamante	ONGOING----------										
limerick	ONGOING----------										
sonnet	ONGOING----------										
acrostic poem	ONGOING----------										
crossword poem	ONGOING----------										
ballad	ONGOING----------										

Area: Reading/Literature
Skills and Processes: Realize the importance of literature as a mirror of human experience.

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- experience many forms of literature	I	R	R	R	R	R	R	R	R	R	R
- state personal reactions to issues of importance of literature						I	R	R	M	E	E
- read and compare stories of a similar theme						I	R	R	M	E	E
- discover enjoyment in literature		I	R	R	R	R	R	R	R	R	R
- apply situations of literature to own thoughts, feelings, and experiences		I	R	R	R	R	R	R	M	E	E
- clarify positions on issues brought up in literature							I	R	R	M	E
- identify ideas in specific process of literature which are most important in life							I	R	R	R	M
- identify ideas they think the author considers most important							I	R	M	E	E
- make judgments involving comparison of reading selections to personal experience						I	R	R	R	R	M
- combine concepts, generalization and principles in developing an understanding of the world of ideas in literature							I	R	R	R	M
- expand scope of awareness of recurring themes in literature							I	R	R	R	M

Area: Reading/Literature
Skills and Processes: Apply perspectives of other discipline to the understanding of literature.

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- apply the following perspectives to enhance understanding of literature:											
social considerations	ONGOING----------										
political considerations	ONGOING----------										
economic considerations	ONGOING----------										
historical considerations	ONGOING----------										
philosophical considerations	ONGOING----------										
psychological considerations	ONGOING----------										
global considerations	ONGOING----------										
artistic considerations (including music and art)	ONGOING----------										
scientific considerations	ONGOING----------										
humanistic considerations	ONGOING----------										
demonstrate awareness of interrelationships between writers, their times, and their works	ONGOING----------										

SKILLS AND PROCESS

WRITING

Writing is an act of discovery in which ideas take form in print and become available to look at and evaluate. The ability to write empowers the individual by giving ideas longer-lasting and farther-reaching impact. Writing can help students to solve problems, and whenever appropriate, should be used to accomplish real goals. Students then value writing as something that helps them get things done in the real world. With such a value for writing, they continue to use and perfect this medium outside of school.

The act of writing is accomplished through a process in which the writer imagines the audience, sets goals, develops ideas, produces notes, drafts, and edits to meet the audience's expectation and the writer's purpose. It has value as a tool or learning across the curriculum and should be employed in all subject areas. The specific purposes for writing vary widely, from discovering the writer's own feelings, to persuading others to pursue a course of action, recreating experience imaginatively, reporting the results of observation, notetaking, and more.

Since writing helps to focus thinking skills, it should be taught in a way that highlights opportunities for observing the connections between oral and written language. Clearly, the mastery of certain subskills such as spelling, punctuation, capitalization, and grammar is necessary, but is not wholly sufficient to produce good writing. High-order skills, such as ability to think critically, recognize logical consistency, and express thoughts unambiguously are also necessary to move beyond the production of mechancially correct statements to meaningful communication.

Skills and Process:

1. Understand and apply the rules of capitalization.
2. Understand and apply the rules of punctuation.
3. Understand and apply grammatical terminology and principles in written material.
4. Write accurate notes.
5. Create clear and creative sentences.
6. Create clear, properly organized, and supported basic paragraphs.
7. Create clear, properly organized, and supported multi-paragraph papers.
8. Create different types of personal expression.
9. Create different types of imaginative prose.
10. Create different types of poetry.

Area: Writing
Skills and Processes: Understand and apply the rules to capitalization.

	K	1	2	3	4	5	6	7	8	9	10
The student will be able to correctly capitalize:											
- proper names	I	I	R	R	R	M	E	E	E	E	E
- months and days		I	R	R	R	M	E	E	E	E	E
- holidays		I	R	R	R	M	E	E	E	E	E
- states, cities, streets		I	R	R	R	M	E	E	E	E	E
- geographical terms and regions		I	R	R	R	R	R	M	E	E	E
- organizations/groups of people			I	R	R	R	R	M	E	E	E
- languages, nationalities, races		I	R	R	R	R	R	M	E	E	E
- proper adjectives				I	R	R	M	E	E	E	E
- first word in sentence	I	R	M	E	E	E	E	E	E	E	E
- pronoun "I"	I	R	M	E	E	E	E	E	E	E	E
- abbreviations		I	I	R	R	R	R	R	M	E	E
- titles		I	R	R	R	R	R	R	M	E	E
- greetings and closings of letters		I	I	R	R	R	R	R	M	E	E
- quotations					I	R	R	R	M	E	E
- poetry					I	R	R	R	M	E	E
- titles for people in business or family relationship			I	R	R	R	R	R	M	E	E
- initials	I	I	R	R	R	R	R	M	E	E	E

Area: Writing
Skills and Processes: Understand and apply the rules of punctuation.

	K	1	2	3	4	5	6	7	8	9	10
The student will correctly use:											
- periods after statements		I	R	R	R	M	E	E	E	E	E
- periods after abbreviations		I	R	R	R	M	E	E	E	E	E
- periods after initials		I	I	R	R	M	E	E	E	E	E
- periods after numerals in outline		I	R	R	R	R	R	R	M	E	E
- periods after letter or number			I	R	R	R	R	R	M	E	E
- comma between nouns in series			I	I	R	R	R	R	R	M	E
- comma between quotation marks to enclose exact words			I	I	R	R	R	R	R	M	E
- periods		I	R	M	E	E	E	E	E	E	E
- question marks		I	R	M	E	E	E	E	E	E	E
- exclamation marks		I	R	M	E	E	E	E	E	E	E
- apostrophies in contractions		I	R	R	R	R	M	E	E	E	E
- apostropy in singular and plural possessive			I	R	R	R	M	E	E	E	E
- commas in dates			I	R	M	E	E	E	E	E	E
- commas between city and state			I	R	R	M	E	E	E	E	E
- commas between words in a series			I	R	R	R	R	R	M	E	E
- commas between phrases, phrases and clauses in a series						I	R	R	R	M	E
- commas after introductory words						I	R	R	M	E	E
- commas in business and friendly letters				I	R	R	R	R	M	E	E
- commas in quotations					I	R	R	R	M	E	E
- commas to set off direct address					I	R	R	R	M	E	E
- commas before coordinating conjuction					I	R	R	R	M	E	E
- commas with appositives					I	R	R	R	R	M	E
- commas with parenthetical words and expressions							I	R	R	M	E
- commas with introductory dependent clauses							I	R	R	M	E
- commas with non-restrictive phrases and clauses							I	R	R	M	E

	K	1	2	3	4	5	6	7	8	9	10
The student will correctly use:											
- hyphens to split words at end of a line					I	I	R	R	R	M	E
- hyphens in hyphenated words						I	R	R	R	M	E
- hyphens in numbers written as words						I	R	R	R	M	E
- underlining appropriate titles					I	R	R	R	R	M	E
- quotation marks with appropriate titles					I	R	R	R	R	M	E
- colon between hours and minutes		I	R	M	E	E	E	E	E	E	E
- colon to introduce list of appositives							I	R	R	M	E
- semicolon to link two independent clauses								I	R	M	E
- semicolon to separate lists with commas								I	R	M	E

Area: Writing
Skills and Proccesses: Understand and apply grammatical terminology and principles in written material.

	K	1	2	3	4	5	6	7	8	9	10
The students will define, identify, and use in written work:											
- use standard pronoun to take the place of noun		I	R	R	R	R	R	R	M	E	E
- use pronouns that agree with antecedents		I	I	R	R	R	R	R	R	M	E
- use standard forms of adjectives and adverbs for comparision					I	R	R	R	R	M	E
- use adjectives and adverbs correctly as modifiers					I	R	R	R	R	M	E
- conjunction					I	R	R	R	R	M	E
- noun			I	R	R	R	R	R	M	E	E
- pronoun				I	I	R	R	R	M	E	E
- verb			I	R	R	R	R	R	M	E	E
- adverb				I	I	R	R	R	M	E	E
- adjective				I	R	R	R	R	M	E	E
- preposition						I	R	R	R	M	E
- prepositional phrase						I	R	R	R	M	E
- interjection						I	R	R	R	M	E
- participle								I	R	R	M
- gerund								I	R	M	E
- direct object								I	R	M	E
- indirect object								I	R	M	E
- predicate nominative								I	R	M	E
- predicate adjective								I	R	M	E
- appositive								I	R	M	E
- dangling modifier								I	R	R	M
- nominative pronoun								I	R	M	E
- objective pronoun								I	R	M	E
- possessive pronoun					I	R	R	R	R	M	E
- antecedent						I	R	R	R	M	E
- use correct verb tense		I	R	R	R	R	R	R	M	E	E
- use verbs that agree with subject				I	R	R	R	R	R	M	E
- use singular, plural and possessive forms of pronouns			I	R	R	R	R	R	R	M	E
- use subjective, objective, and possessive forms of pronouns					I	I	R	R	R	M	E
- avoid double negatives					I	R	R	M	E	E	E
- correct usage of irregular verbs					I	R	R	M	E	E	E

Area: Writing
Skills and Processes: Create clear and creative sentences.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- develop understanding that writing is functional		I	R	R	R	R	R	R	M	E	E
- recognize that names, labels, and signs have meaning			I	R	R	R	M	E	E	E	E
- associate written words with thoughts and ideas			I	R	R	R	R	R	E	E	E
- draw pictures to convey ideas		I	R	R	R	R	R	R	E	E	E
- dictate ideas to be written		I	R	R	R	R	R	R	E	E	E
- recognize that words are written from left to right and top to bottom	I	I	M	E	E	E	E	E	E	E	E
- complete simple sentences		I	R	M	E	E	E	E	E	E	E
- write answers to questions		I	R	M	E	E	E	E	E	E	E
- write questions		I	R	M	E	E	E	E	E	E	E
- expand simple sentence with adjectives		I	R	M	E	E	E	E	E	E	E
- expand sentence with descriptive words and phrases			I	R	R	R	R	R	M	E	E
- be able to write and identify a simple sentence		I	R	M	E	E	E	E	E	E	E
- be able to write and identify a compound sentence				I	R	R	R	R	M	E	E
- be able to write and identify a complex sentence							I	R	R	R	M
- be able to write and identify a compound/ complex sentence							I	R	R	R	M
- be able to write and identify a declarative sentence			I	R	R	R	R	R	M	E	E
- be able to write and identify and imperative sentence					I	R	R	R	M	E	E
- be able to write and identify an exclamatory sentence					I	R	R	R	M	E	E
- be able to identify and correct a fragment		I	I	R	R	R	R	R	M	E	E
- be able to identify and correct a run-on sentence			I	I	R	R	R	M	E	E	E
- be able to identify and write a sentence with an independent clause							I	R	R	R	M
- be able to identify and write a sentence with a dependent clause							I	R	R	R	M
- be able to write sentences using parallelism skills							I	R	R	R	R
- be able to write and identify sentences using active or passive voice							I	R	R	R	M
- be able to vary sentence beginnings using appropriate phrases, clauses, and other techniques					I	R	R	R	R	R	M
- be able to understand and expand vocabulary in order to use precise imaginative, vigorous, and appropriate words					I	R	R	R	R	R	M
- be able to expand sentences with descriptive words and phrases				I	R	R	R	R	R	R	M

Area: Writing
Skills and Processes: Write accurate notes.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- accurately summarize what is read					I	R	R	R	M	E	E
- accurately summarize what is heard					I	R	R	R	M	E	E
- accurately summarize what is seen					I	R	R	R	M	E	E

Area: Writing
Skills and Processes: Create clear, properly organized, and supported basic paragraphs.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- indent first word of paragraph			I	I	R	R	R	M	E	E	E
- write related sentences			I	I	R	R	R	R	R	M	E
- write "how to do" paragraph					I	R	R	R	R	M	E
- write descriptive paragraph						I	R	R	R	R	M
- explore, plan, and rehearse ideas in a variety of ways							I	R	R	R	M
- select and limit topic				I	I	R	R	R	R	M	E
- write topic sentence to provide focus/ and or attitude					I	R	R	R	R	M	E
- be able to use a variety of appropriate sentence structures for emphasis and clarity						I	R	R	R	M	E
- be able to understand and expand vocabulary in order to use precise, imaginative, vigorous, and appropriate words						I	R	R	R	M	E
- support topic sentence with facts, examples, incidents, and reasoning						I	R	R	R	M	E
- present support using an appropriate logical order						I	R	R	R	M	E
- create unity and coherence using transitional words and phrases						I	R	R	R	M	E
- write a concluding sentence						I	R	R	R	M	E
- revise and edit paragraph in a systematic, efficient, objective and creative way					I	R	R	R	R	M	E
- produce a neat, relatively error free paper					I	R	R	R	R	M	E
- write a paragraph which establishes an emphasis					I	R	R	R	R	M	E
- write a paragraph which establishes a definite mood						I	R	R	R	M	E
- write a paragraph which establishes a definite tone						I	R	R	R	M	E
- write a paragraph using first person point of view						I	R	R	R	M	E
- write a paragraph using third person point of view						I	R	R	R	M	E
- write a paragraph in which a clear stand is taken and reason and examples are provided						I	R	R	R	M	E
- write a paragraph using specific word choices and sentence structures to appeal to a specific audience							I	R	R	M	E

Area: Writing
Skills and Processes: Create clear, properly organized, and supported multi-paragraph papers.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- write simple request on familiar topic						I	R	R	R	R	M
- generate ideas for composition					I	R	R	R	R	R	M
- list ideas about topic					I	R	R	R	R	R	M
- write first draft					I	R	R	R	R	R	M
- write report on researched topic, single source					I	R	M	E	E	E	E
- write report on researched topic, two sources					I	R	R	R	M	E	E
- write report on researched topic, multiple sources						I	R	R	E	E	M
- select topic					I	R	R	R	R	R	M
- locate references					I	R	R	R	R	R	M
- survey references						I	I	R	R	R	M

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- organize notes					I	R	R	R	R	R	M
- write critical book review					I	R	R	R	R	R	M
- explore, plan and rehearse ideas in a variety of ways						I	R	R	R	R	M
- select and limit topic						I	R	R	R	R	M
- write topic sentence to provide focus and/or attitude						I	R	R	R	R	M
- write supportive topic sentences for each supportive paragraph						I	R	R	R	R	M
- write introductory paragraph						I	R	R	R	R	M
- write supportive paragraphs using facts, examples, incidents, and reasoning						I	R	R	R	R	M
- present supportive paragraphs using appropriate logical order						I	R	R	R	R	M
- creative unity within and among paragraphs using transitional words and phrases						I	R	R	R	R	M
- write a concluding paragraph						I	R	R	R	R	M
- revise and edit paragraph in a systematic, efficient, objective, and creative way						I	R	R	R	R	M
- be able to use a variety of appropriate sentences structures for emphasis and clarity						I	R	R	R	R	M
- produce a neat, relatively error free paper						I	R	R	R	R	M
- be able to understand and expand vocabulary in order to use precise, imaginative, vigorous, and appropriate words						I	R	R	R	R	M
- explore, plan and rehearse ideas for a researched topic which will use at least three sources and provide a focus or attitude						I	R	R	R	R	M
- write bibliography cards for each source and a bibliography page for the paper						I	R	R	R	R	M
- write note cards from references						I	R	R	R	R	M
- write an outline and/or a rough draft of a research paper						I	R	R	R	R	M
- correctly footnote using an appropriate format that reflects a thorough understanding of plagerism							I	R	R	R	M
- revise and edit research paper using multi-level paragraph skills						I	R	R	R	R	M
- write process essays								I	R	R	M
- write analysis essays							I	R	R	R	R
- write literary analysis including setting, characterization, plot, theme, and style							I	R	R	R	M
- write comparison and contrast essays						I	R	R	R	R	M
- write personal opinion essays using argumentation and persuasion							I	R	R	R	M
- write descriptive essays						I	R	R	R	R	M
- write essays using specific word choices and sentence structures to appeal to a specific audience							I	R	R	R	M

Area: Writing

Skills and Processes: Create different types of personal expressions.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- write friendly letters, notes, and invitations following a model	I	I	I	I	R	R	R	R	M	E	E
- arrange story pictures in a sequence	I	I	R	R	R	R	R	M	E	E	E
- identify beginning, middle, and end of story read aloud	I	I	I	R	R	R	M	M	E	E	E
- use expressive language to dictate a story about a picture	I	I	R	R	R	R	R	M	E	E	E
- dictate story	I	I	R	R	R	R	M	E	E	E	E
- write a short story with a simple structure	I	I	R	R	R	R	R	R	M	E	E
- write a personal narrative using first person point of view					I	R	R	M	E	E	E
- write a friendly letter			I	I	R	R	R	R	M	E	E
- write a multiparagraph personal experience essay					I	R	R	R	R	M	E
- write autobiographical anecdotes (journal?)		I	R	R	R	R	R	R	R	M	E
- create personal expression that reflects observations					I	I	R	R	R	M	E
- create personal expression that reflects a choice of words that are precise, imaginative, vigorous, and appropriate							I	R	R	R	M
- create personal expression that reflects a choice in sentence variety for emphasis and clarity								I	R	R	M
- create imaginative prose that has been edited in a systematic, efficient, and creative way								I	R	R	M

Area: Writing

Skills and Processes: Create different types of imaginative prose.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- write narrative prose appropriate to literary study							I	R	R	R	M
- use descriptive words				I	R	R	R	R	R	R	M
- use figures of speech					I	R	R	R	R	R	M
- use dialogue					I	R	R	R	R	R	M
- choose appropriate title			I	I	R	R	R	R	M	E	E
- write for different audiences and purposes				I	R	R	R	R	R	R	M
- write a descriptive essay using third person major or minor character								I	R	R	M
- write a short story using appropriate characterization, setting, and plot development						I	R	R	R	R	M
- write a one act play using appropriate dialogue							I	R	R	R	M
- write fantasy, science fiction, or a myth using the appropriate elements of these genre							I	R	R	R	M
- write historical fiction using the appropriate elements of this genre										I	R
- create imaginative prose that reflects personal feelings						I	R	R	R	R	M
- create imaginative prose that reflects personal observations					I	R	R	R	M	E	E
- create imaginative prose that reflects a choice of words that are precise, imaginative, vigorous, and appropriate								I	R	R	M

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- create imaginative prose that reflects a choice in sentence variety for emphasis and clarity								I	R	R	M
- create imaginative prose that has been edited in a systematic, efficient, objective, and creative way						I	R	R	R	R	M

Area: Writing
Skills and Processes: Create different types of poetry.

	K	1	2	3	4	5	6	7	8	9	10
The student will:											
- create a metaphor						I	R	R	R	R	M
- create a simile						I	R	R	R	R	M
- create an example of personification						I	R	R	R	R	M
- create an example of hyperbole								I	R	M	M
- create an example of onomatopoeia						I	I	R	R	R	M
- create a poem with a rhyme scheme							I	R	R	R	M
- create a poem with a refrain									I	R	M
- create a poem with a couplet								I	R	R	M
- create a poem with a patterned meter									I	R	M
- create a diamond poem									I	R	M
- create a concrete poem									I	R	M
- create an acrostic poem							I	R	R	R	M
- create a limerick					I	R	R	R	R	R	M
- create a haiku				I	R	R	R	R	R	R	M
- create a crossword poem							I	R	R	R	M
- create a free verse poem					I	I	R	R	R	R	M
- create poetry that reflects personal observations						I	R	R	R	R	M
- create poetry that reflects personal feelings					I	I	R	R	R	R	M
- participate in rhyming activities		I	R	R	R	R	R	M	E	E	E
- participate in word play as a creative activity					I	R	R	M	E	E	E
- write verse following models			I	R	R	R	R	M	E	E	E
- create poetry that reflects a choice of words that are precise, imaginative, vigorous, and appropriate						I	IR	R	R	R	M
- create poetry that has been edited in a systematic, efficient, objective, and creative way						I	R	R	R	R	M

SKILLS AND PROCESS

SPEAKING AND LISTENING

Listening and then speaking are the initial attempts of students to communicate in their personal world. The overall goal of teaching listening and speaking skills and appreciation is for the student to become adept in communicating and dealing with others. People need to express themselves honestly and clearly and to listen to others with understanding. Three-fourths of human communication consists of speaking and listening. They are both active processes where the listener must share the responsibility for communicating with the speaker. Henry Thoreau once said, "It takes two to speak the truth - one to speak and another to hear."

Skills and Process:

1. Speak clearly and expressively in informal situations.
2. Participate effectively in a group.
3. Conceive, research, organize, write, and deliver ideas effectively to inform, persuade, or entertain.
4. Ask and answer questions coherently and concisely.
5. Recognize and use non-verbal cues.
6. Recall important points in events, lectures, meetings, and discussions.
7. Vary speech appropriately to suit different situations and purposes.
8. Present arguments logically and persuasively. (Reasoning)
9. Listen critically to identify and evaluate opinion, purpose, and persuasive techniques.
10. Understand speech communication process.
11. Participate as speaker and listener in oral tradition of literature and media.

Area: Speaking and Listening Communication
Skills and Processes: Speak clearly and expressively in informal situations. (Delivery, situations, language.)

	K	1	2	3	4	5	6	7	8	9	10
Students will be able to:											
DELIVERY:											
- describe process of vocalization									I	R	M
- use effective pronunciation/articulation		I	R	R	R	R	R	M	E	E	E
- use appropriate volume		I	R	R	R	R	R	M	E	E	E
- use appropriate rate		I	R	R	R	R	R	M	E	E	E
- use appropriate usage		I	I	R	R	R	R	M	E	E	E
- use appropriate expressiveness			I	R	R	R	R	M	E	E	E
- control nervousness			I	R	R	R	R	M	E	E	E
SITUATIONS:											
- speak effectively in conversation			I	R	R	R	R	M	E	E	E
- use telephone effectively				I	R	R	R	M	E	E	E
- recognize types and value of one-to-one communication					I	R	R	M	E	E	E
- respond appropriately in introductions	I	R	R	R	R	R	R	M	E	E	E
- respond appropriately in emergencies		I	I	R	R	R	R	M	E	E	E
- respond appropriately in relaying messages			I	R	R	R	R	M	E	E	E
LANGUAGE:											
-identify characteristics of clear language					I	R	R	M	E	E	E
- recognize and employ language appropriate to situation	I	R	R	R	R	R	R	M	E	E	E
- show sensitivity to word's connotations			I	R	R	R	R	M	E	E	E

Area: Speaking and Listening Communication
Skills and Processes: Participate effectively in a group. (Understand self and others; elements and processes of group communication.)

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
UNDERSTAND SELF AND OTHERS:											
- know themselves better as communicators				I	R	R	R	R	M	E	E
- understand how others see them				I	R	R	R	R	M	E	E
- become aware of their own prejudices				I	R	R	R	R	M	E	E
- develop attitude of concern for group purpose and members		I	R	R	R	R	R	R	M	E	E
- recognize causes of conflicts		I	R	R	R	R	R	R	M	E	E
- communicate to resolve conflicts		I	R	R	R	R	R	R	M	E	E
- recognize importance of group communication in modern life			I	R	R	R	R	R	M	E	E
- explain factors that affect group communication		I	R	R	R	R	R	R	M	E	E
ELEMENTS OF GROUP COMMUNICATION:											
- describe and evaluate types and forms of group communication					I	R	R	R	R	R	M
- describe and evaluate possible outcomes of group communication								I	R	R	M
- describe and evaluate basic approaches and decision making								I	R	R	M
- describe and evaluate roles in group communication (e.g. clarifying, initiating, etc.)								I	R	R	M
PROCESSES:											
- employ various approaches for group communication:											
brainstorming	I	I	I	R	R	R	R	R	R	M	E
problem solving		I	I	R	R	R	R	R	R	M	E
nominal technique								I	R	M	E

	K	1	2	3	4	5	6	7	8	9	10
- employ various approaches for group communication:											
role playing		I	I	R	R	R	R	R	R	M	E
parliamentary procedure									I	M	E
planned agenda									I	M	E
- keep to topic in group discussion			I	R	R	R	R	R	R	M	E
- take turns in group discussion		I	I	R	R	R	R	R	R	M	E
- lead group discussion (e.g. plan, begin, regulate, conclude.)								I	R	M	E

Area: Speaking and Listening Communication
Skills and Processes: Conceive, research, organize, write, and deliver ideas effectively to inform, persuade, or entertain.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
INFORM:											
- present speeches to inform an audience:											
share personal experience			I	R	R	R	R	M	E	E	E
share books or items		I	R	R	R	R	R	M	E	E	E
give book review	I	I	R	R	R	R	R	M	E	E	E
give reports			I	I	R	R	R	M	E	E	E
explain a process			I	R	R	R	R	M	E	E	E
present a formal speech to inform					I	R	R	M	E	E	E
PRESUADE:											
- present speeches to persuade audience:											
identify and express opinion										I	R
defend expressed opinion with evidence and reasoning										I	R
formally debate a proposition							I	R	R	R	R
ENTERTAIN:											
- present speeches to entertain an audience:											
tell an original story			I	R	R	R	R	M	E	E	E
present an adaptation of a literary work										I	R
sell an invented product							I	R	R	R	R
CONCEIVE:											
- list qualities of good topic									I	R	R
- explore options for topics						I	R	R	R	R	R
RESEARCH:											
- locates supplemetnary material for evidence						I	R	R	R	R	R
- use a variety of print and non-print sources						I	R	R	R	R	R
- make inquiries of informed people						I	R	R	R	R	M
- record evidence efficiently						I	I	R	R	R	M
- evaluate evidence						I	R	R	R	R	M
ORGANIZATION:											
- choose appropriate pattern of organization							I	R	R	R	M
- write speech outline, gain attention, and build interest in introduction						I	I	R	R	R	M
- develop ideas in body of speech						I	R	R	R	R	M
- conclude speech effectively						I	R	R	R	R	M
- execute smooth transitions						I	R	R	R	R	M
WRITING:											
- use language effectively:											
concrete abstract words							I	R	R	R	R
specific-general words						I	R	.	R	R	R
sensory language						I	R	R	R	R	R
figurative language-simile						I	R	R	R	R	R
metaphor						I	R	R	R	R	R

	K	1	2	3	4	5	6	7	8	9	10
- use language effectively:											
personification						I	R	R	R	R	R
hyperbole									I	I	R
understatement										I	R
irony										I	R
DELIVERY:											
- recognize values of rehearsing				I	R	R	R	R	R	M	E
- deliver speech of specified length						I	I	R	R	M	E
- speak with or without podium							I	R	R	M	E
- use visual aids effectively						I	R	R	R	M	E
- use speaking notes effectively						I	R	R	R	M	E
- seek opportunities to gain public speaking experience								I	R	M	E
- use microphone effectively								I	R	M	E

Area: Speaking and Listening Communication
Skills and Processes: Ask and answer questions coherently and concisely.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- distinguish between good and poor questions					I	R	R	R	R	M	E
- provide focused answers to questions						I	R	R	R	M	E
- prepare effective interview questions							I	R	R	M	E
- ask follow-up questions							I	R	R	M	E
- employ different types of questions							I	R	R	M	E
- conduct question/answer period after speech delivery						I	R	R	R	M	E
CAREER:											
- make oral inquiry about a job							I	R	R	M	E
- interview for a job								I	R	M	E

Area: Speaking and Listening Communication
Skills and Processes: Recognize and use non-verbal cues.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- recognize and use:											
effective gestures						I	R	R	R	M	E
facial expression						I	R	R	R	M	E
eye contact						I	R	R	R	M	E
body language						I	R	R	R	M	E
pause							I	R	R	M	E
- explain importance of non-verbal communication							I	R	R	M	E
- describe operation of verbal and non-verbal symbols							I	R	R	M	E

Area: Speaking and Listening Communication
Skills and Processes: Recall important points in events, lectures, meetings, and discussions.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- focus attention on speaker	I	R	R	R	R	R	R	R	R	R	R
- keep track of main points:											
films				I	R	R	R	R	R	R	R
teacher's lessons		I	R	R	R	R	R	R	R	R	R

The students will:	K	1	2	3	4	5	6	7	8	9	10
- keep track of main points: speakers		I	R	R	R	R	R	R	R	R	R
- recall details, sequence of what's heard	I	R	R	R	R	R	R	R	R	R	R
- relate what's heard to personal experience	I	R	R	R	R	R	R	R	R	R	R
- distinguish between main and supportive points						I	R	R	M	E	E
- follow spoken direction with notes						I	R	R	M	E	E
- follow spoken direction without notes						I	R	R	M	E	E
- summarize what's heard concisely						I	R	R	M	E	E
- report an incident heard or observed						I	R	R	R	M	E
- make a testimony from what's heard or observed							I	R	R	R	R
- explain differnce between hearing and listening				I	R	R	R	R	M	E	E
- give reasons for improving listening				I	R	R	R	R	M	E	E
- list barriers to effective listening				I	R	R	R	R	M	E	E
- describe responsibilities of listeners				I	R	R	R	R	M	E	E

Area: Speaking and Listening Communication
Skills and Processes: Vary speech appropriately to suit different situations and purposes.

The students will:	K	1	2	3	4	5	6	7	8	9	10
-focus attention on listener	I	R	R	R	R	R	R	R	R	M	E
- respect listeners' intelligence and feelings	I	R	R	R	R	R	R	R	R	M	E
- develop attitude of concern for audience						I	R	R	R	M	E
- choose appropriate evidence for audience						I	R	R	R	M	E
- recognize problems in choosing language						I	R	R	R	M	E
- analyze the interests, attitudes and background of audience							I	R	R	M	E
- react to feedback						I	R	R	R	M	E
- understand audience biases or sterotypes							I	R	R	M	E
- analyze one's own credibility to audience							I	R	R	M	E
- guard against distractions and interruptions during delivery							I	R	R	M	E
- handle a heckler								I	R	M	E

Area: Speaking and Listening Communication
Skills and Processes: Present arguments logically and persuasively. (Reasoning.)

The students will:	K	1	2	3	4	5	6	7	8	9	10
- explain ways people can be persuaded											I
- use proof to back up ideas											I
- use appeals to logic											I
- avoid fallacies											I
- avoid faulty reasoning											I
- use responsible techniques of presuasion											I
- question opponents' argument										I	R
- correctly follow selected debate format											I

Area: Speaking and Listening Communication.
Skills and Processes: Listen critically to identify and evaluate opinion, purpose, and persuasive technique.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- distinguish real-make believe	I	R	R	R	R	R	R	R	M	E	E
- distinguish fact-fiction			I	R	R	R	R	R	M	E	E
- distinguish fact-opinion			I	R	R	R	R	R	M	E	E
- distinguish relevance-irrelevance							I	R	M	E	E
- distinguish sound/unsound arguments							I	R	R	R	M
- evaluate appeals to logic						I	R	R	R	R	M
- evaluate loaded words						I	I	R	R	R	M
- evalute appeals to emotion						I	R	R	R	R	M
- evaluate persuasive appeals						I	R	R	R	R	M
- evaluate propaganda techniques							I	R	R	R	M
- evaluate speaker's competence on subject								I	R	R	M
- explain how feedback can prevent misinterpretation								I	R	R	M
- understand bias and sterotyping						I	R	R	R	R	M
- make inferences		I	R	R	R	R	R	R	R	R	M
- draw conclusions	I	I	R	R	R	R	R	R	R	R	M
- form and support opinions					I	R	R	R	R	R	M
- predict outcomes	I	I	R	R	R	R	R	R	R	R	M
- make judgements	I	R	R	R	R	R	R	R	R	R	M

Area: Speaking and Listening Communication
Skills and Processes: Understand speech communication process.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
- define process of speech communication									I	M	E
- recognize improvement of speech communication									I	M	E
- describe charcteristics of effective speech communication						I	R	R	R	M	E
- recognize importance of reception in speech communication						I	R	R	R	M	E
- explore careers in communication									I	R	M

Area: Speaking and Listening Communication
Skill and Processes: Participate as speaker and listener in oral tradition of literature and media.

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
LITERATURE:											
- listen to the oral interpretation of literature	I	R	R	R	R	R	R	R	R	R	R
- describe value of oral interpretation								I	R	R	R
- locate literature for use in oral interpretation						I	R	R	R	R	R
- select material for presenting oral interpretation						I	R	R	R	R	R
- analyze literature for oral interpretation								I	R	R	R
- prepare introduction for oral interpretation						I	R	R	R	R	R
- make effective use of voice in oral interpretation						I	R	R	R	R	R

	K	1	2	3	4	5	6	7	8	9	10
The students will:											
MEDIA:											
- play and present radio play, explain how radio and T.V. differ from other types of communication											I
- discuss development of radio/T.V. and impact on people's lives											I
- describe types of performers on radio/T.V.											I
- listen critically to documentaries and docudramas											I

SKILLS AND PROCESS

MEDIA

Media, both print and nonprint, are persuasive in the lives of people today. Schools need to help students distinguish between productive and nonproductive experiences with various media. Media study, when paired with the study of language, becomes an effective tool for teachers of communications as they help students develop their appreciation of their language and their understanding of how it can shape attitudes and beliefs. This study also helps the teacher of communications, for as the fictional media are studied, students can develop another mechanism for understanding literary forms and conventions. Such study can also contribute to the students' appreciation of quality in literature of all kinds.

1. Use both print and nonprint media as a means of information gathering and expression.

2. Use computer technologies as tools for research and learning, and recognize how computer technologies affect communications.

3. Distinguish between truth and falsehood, the important and the unimportant, and the objective and the subjective.

4. Judge media critically on the basis of technical quality, asthetic value, accuracy, bias and personal response.

5. Recognize different purposes, identify differing points of view, and interpret meanings inferentially as well as literally.

6. Discriminate between responsible and sensationalized approaches to news coverage.

7. Realize the impact on values, attitudes, behaviors, and expectations.

Area: Media
Skills and Processes: Use both print and non-print media as means of information gathering and expression.

The students will:	K	1	2	3	4	5	6	7	8	9	10
- select reading materials appropriate to his/her reading level			I	R	R	R	R	R	R	R	R
- select the reference tools most appropriate to a given assignment					I	R	R	R	R	R	R
- select non-print materials in a variety of subjects and formats						I	R	R	R	R	R
- select materials from print and non-print to cover a specific topic					I	R	R	R	R	R	M
- properly utilize reference sources					I	R	R	R	R	R	R
- locate different sources of material pertaining to a predetermined subject					I	I	R	R	R	R	M
- use encyclopedias and other references to gather specific information			I	I	I	R	R	R	R	R	M
- skim to find a word, name, date, phrase, sentence and idea to answer a question			I	I	R	R	R	R	R	R	R
- identify the main idea			I	R	R	R	R	R	M	E	E
- paraphrase simple information			I	I	I	R	R	R	M	E	E
- take notes using a simple organizational procedure					I	R	R	R	M	E	E
- make an outline					I	R	R	R	M	E	E
- make a bibliography							I	R	R	R	M
- prepare a report integrated with a classroom unit of study					I	R	R	R	R	R	M

Area: Media
Skills and Processes: Use computer technologies as tools for research and learning and recognize how computer technologies affect communications.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- students will use the computer in recreational and educational activities	I	R	R	R	R	R	R	R	R	R	R
- students will discuss how computers affect their daily lives						I	R	R	R	R	R
- students will discuss/write how computers solve/create problems in their lives						I	R	R	R	R	R
- students will identify specific computer applications in their lives						I	M	E	E	E	E
- students will examine computer careers						I	R	R	M	E	E
- students will use computer technologies to communicate						I	R	R	M	E	E
- students will use the word processor to prepare an assignment						I	I	R	R	R	R
- students will use utilities (such as Print Shop, Mouse, Fantasica, News Room) to communicate					I	I	I	R	R	R	R
- students will utilize the computerized card catalog to locate resources in the library media center							I	I	R	R	R

Area: Media
Skills and Processes: Distinguish between truth and falsehood, the important and the unimportant, and the objective and the subjective.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- distinguish between realistic and unrealistic endings/solutions to media stories	I	I	I	R	R	R	R	R	M	E	E
- recognize that multi-media such as T.V. can distort the real world	I	I	I	I	R	R	R	R	M	E	E
- document true and untrue statements in multi-media presentations						I	R	M	E	E	E
- select relevant information to utilize for a particular product						I	R	M	E	E	E
- be able to recognize unimportant information in a selected non-print media						I	R	M	E	E	E
- recognize the importance of accuracy in print and non-print media							I	R	M	E	E
- identify objective (factual) presentation in print and non-print							I	R	M	E	E
- identify subjective (opinions) presentations in print and non-print							I	R	M	E	E
- differentiate between fact and opinion						I	I	R	M	E	E

Area: Media
Skills and Processes: Judge media critically on the basis of technical quality, aesthetic value, accuracy, bias and personal response.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- learn about good authors	I	R	R	R	R	R	R	R	R	R	R
- learn about good illustators	I	R	R	R	R	R	R	R	R	R	R
- tell about a book they have read, share what they liked about it through a variety of creative products	I	I	R	R	R	R	R	R	R	R	R
- view well-illustrated books and analyze why the illustrations are considered good	I	R	R	R	R	R	R	R	R	R	R
- hear "book talks" about quality books and discuss why these books are considered good	I	R	R	R	R	R	R	R	R	R	R
- learn about Caldecott Award winning books and compare the style of Caldecott illustrations	I	R	R	M							
- learn about the Newbery Award and why Newbery books are thought to be good literature				I	R	R	R	R	R	R	R
- view a multi-media production and evaluate it on technical quality, esthetic appeal, and how well it accomplished its goal							I	R	R	R	R
- distinguish between various types of media and select them based on an understanding of their advantages and disadvantages						I	I	R	R	R	R

Area: Media
Skills and Process: Recognize different purposes, identify differing point of view, and interpret meanings inferentially as well as literally.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- compose the different interpretations of a communication								I	R	R	R
- realize that media approaches to the same issue may vary according to different perspectives and circumstances						I	R	R	R	R	R
- realize that authors and producers encourage the viewers to infer meaning even when it is not clearly stated							I	R	R	R	R
- understand the commercial influences on T.V. and the profit motive that supports most programming										I	R
- read a work by an author and select a statement or incident that reveals something about the authors view of life									I	R	M

Area: Media
Skills and Processes: Discriminate between responsible and sensationalized approaches to news coverage.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- the student will be able to differentiate between editorial and reportorial style of writing						I	R	R	R	R	M
- discuss the difference in reportorial, editorial and emotive writing								I	R	R	M
- will be able to evaluate the use of pictures in newspapers							I	R	R	R	M
- compare an article that was presented responsibility in one paper and a similar article that was sensationalized in another							I	R	R	R	M

Area: Media
Skills and Processes: Realize the impact on values, attitudes, behaviors, and expectations.

The student will:	K	1	2	3	4	5	6	7	8	9	10
- realize the impact of values, attitudes, behaviors and expectations								I	R	R	M
- develop an ability to understand one's own motivation for watching T.V.								I	R	R	M
- recognize the consumers' role in media and how they can influence what is produced								I	R	R	M
- learn how various types of literature such as historical fiction, realistic fiction, can influence their attitudes and beliefs								I	R	R	M

SKILLS AND PROCESS

THINKING SKILLS

"Thinking skills involved in the study of all disciplines are inherent in the reading, writing, speaking and listening, and observing involved in study of English. The ability to analyze, classify, compare, formulate hypothesis, make inferences, and draw conclusions is essential to the reasoning processes of all adults. The capacity to solve problems, both rationally and intuitively, is a way to help students cope successfully with the experience of learning within the school setting outside."*

Thinking Skills and Process:

Integrated into entire curriculum.

*National Council of Teachers of English, Essentials of English (Urbana, IL: NCTE, 1982).

SKILLS AND PROCESS

HANDWRITING

Handwriting is one personal way that a student presents himself/herself to the world. The overall objective of a handwriting program would be to provide the learner with a tool with which he/she can express himself/herself efficiently and effectively.

Handwriting study should accommodate current theories of learning with respect to readiness, to visual, motor and perceptual needs. It should provide a variety of approaches including visual, auditory, tactile and kinesthetic and still maintain consistency of standard for letter transformation. For formal instructional purposes a commitment should be made to one style of handwriting instruction.

Skills and Processes:

1. Demonstrate letter formation according to individual readiness.

2. Demonstrate formal and informal competency in manuscript and cursive letter formation skills.

3. Expand letter formation skills to include capital and lower case letters.

4. Expand the use of cursive and manuscript writing to word, sentence and paragraph construction.

5. Maintain writing competency in a legible form in all written work.

HANDWRITING OBJECTIVES
KINDERGARTEN

The student will be able to:

1. Trace letters.- M
2. Reproduce letters.- M
3. Print letters and numerals.- M
4. Print name.- M
5. Allow appropriate space within words.- M
6. Allow appropriate space between words.-M
7. Form circles.-M
8. Form lines.-M
9. Use correct paper position.-M
10. Hold pencil correctly.-M

Readiness

Fine-Motor Skills

1. Cutting
2. Coloring
3. Painting
4. Pasting
5. Tying shoes
6. Reproducing
7. Pencil usage

HANDWRITING OJECTIVES
FIRST GRADE

The student will be able to:

1. Demonstrate manipulative skills.- R
2. Demonstrate pencil usage.-R
3. Recognize shapes, names and other written symbols that have meaning.- I
4. Trace letters.- M
5. Reproduce letters.- M
6. Print letters and numerals.- M
7. Position paper correctly.- R
8. Use correct spacing within words.- R
9. Use correct spacing between words.- R
10. Print lower case manuscript.- M
11. Practice capital manuscript.- M
12. Print own name - use capitals for initial letters and lower case for remaining letters.- M
13. Copy words.- M
14. Print dictated words.- R

HANDWRITING OBJECTIVES
SECOND GRADE

The students will be able to:

1. Refine skill in printing clearly and legibly using upper and lower case letters.- E
2. Use good graphics leaving space between letters and words, leaving appropriate margins and improving overall neatness of papers.- R
3. Demonstrate joining of letters.- I
4. Demonstrate correct proportion of letters.- R
5. Demonstrate transition from manuscript to cursive.- I
6. Form numerals correctly.- M
7. Use correct paper position.- M
8. Use correct pencil/pen grip.- R
9. Write name in cursive.- I

HANDWRITING OJECTIVES
THIRD GRADE

The student will be able to:

1. Refine skills in printing clearly and legibly using upper and lower case letters.- E
2. Use good graphics leaving space between letters and words, leaving appropriate margins and improving overall neatness of papers.- R
3. Demonstrate joining of letters.- R
4. Demonstrate correct proprotion of letters.- R
5. Write cursive alphabet.- I/R
6. Write name in cursive.- M
7. Write spelling words in cursive.- R
8. Copy sentences and paragraphs in cursive.- R
9. Reduce size of letters.- R
10. Form numerals correctly.- M
11. Use correct paper position.- M
12. Use correct pencil/paper grip.- M
13. Work on transition speed without decreasing legibility. - R

HANDWRITING OBJECTIVES
FOURTH GRADE

The student will be able to:

1. Refine skills in printing clearly and legibly using upper and lower case letters.- E
2. Use good graphics leaving space between letters and words, leaving appropriate margins and improving overall neatness of papers.- M
3. Demonstrate joining of letters.- M
4. Demonstrate correct proportion of letters.- R
5. Demonstrate transition from manuscript to cursive.- R
6. Reduce size of writing.- R
7. Increase fluency and speed.- R
8. Improve form, spacing, alignment and proportion.- R

HANDWRITING OBJECTIVES
FIFTH GRADE

The student will be able to:

1. Refine skill in printing clearly and legibly using upper and lower case letters.- M
2. Use good graphics leaving space between letters and words, leaving appropriate margins and improving overall neatness of papers.- M
3. Reduce letter size.-R
4. Increase fluency while retaining legibility and developing writing style.- R
5. Improve form, spacing, alignment and proportion.- R

HANDWRITING OBJECTIVES
SIXTH, SEVENTH, AND EIGHTH GRADES

The student will be able to:

1. Refine skill in printing clearly and legibly using upper and lower case letters.- M
2. Use good graphics leaving space between letters and words, leaving appropriate margins and improving overall neatness of papers.- M
3. Reduce letter size.- R
4. Increase fluency while retaining legibility and developing writing style.-R

HANDWRITING OBJECTIVES
NINETH, TENTH, ELEVENTH, AND TWELFTH GRADES

The student will be able to:

1. Maintain writing competency in legible form in all written work.- M
2. Increase fluency while retaining legibility and developing writing style.- E

SPELLING

Effective spelling instruction must be embedded in whole language experiences. It needs a supportive environment where errors are considered a natural part of learning how to spell. Meaningful practice and experimentation in speech and writing will provide a written representation for the spoken word.

Skills and Process:

1. Recognize sound segments and associate sound symbol relationships.
2. Recognize sequence (that sounds follow each other in time and that this corresponds to left to right order on the printed page.)
3. Identify shapes and distinguishing features of words.
4. Identify syllabic structure.
5. Demonstrate proof-reading skills.
6. Use correctly high frequency and personal words.
7. Identify and predict spelling patterns.
8. Use word origins to help make connections to known words.
9. Use mnemonic techniques to assist in remembering unusual spellings.

SPELLING OBJECTIVE
FIRST GRADE

The student will be able to:

1. Trace graphic symbols for consonant sounds in isolation.- I

2. Write consonants from dictated sound.- I

3. Recognize long and short vowels.- I

4. Identify spelling variations:- I
   a. schwa
   b. short e

5. Recognize common affixes.- I

6. Spell high frequency words.- I

7. Use configuration clues to assist in spelling words.- I

SPELLING OBJECTIVES
SECOND GRADE

The student will be able to:

1. Identify consonants in the initial, medial and final position.- R
2. Recognize consonant digraphs.- R
3. Recognize consonant spelling variations (e.g. soft g).- I
4. Recognize silent letters.- R
5. Identify vowels in the initial, medial and final position.-R
6. Identify diphthongs:- I
    a. oi, ou
    b. au, aw
    c. ow
7. Recognize spelling patterns in words:
    a. word families - R
    b. affixes - I
8. Spell correctly high frequency words.- R
9. Identify homophones.- I
10. Use configuration clues to assist in spelling words.- I

SPELLING OBJECTIVES
THIRD GRADE

The students will be able to:

1. Recognize single consonants.- M
2. Recognize consonant diagraphs.-R
3. Recognize spelling variations.- R
4. Recognize silent letters.-R
5. Identify vowels, long and short.-R
6. Identify diphthongs.- I
7. Identify spelling patterns in words:- R
    a. suffixes (plurals)
    b. prefixes and their origins
8. Spell correctly high frequency words.- R
9. Form contractions.- I
10. Use dictionary skills to improve spelling.- I
11. Develop awareness and meaning of common homonyms.- I
12. Use a method of word study that is appropriate to the individual.- I

SPELLING OBJECTIVES
FOURTH GRADE

The student will be able to:

1. Recognize and associate sound/symbols relationships of consonants and vowels.- M
2. Recognize spelling patterns in words.- R
3. Recognize compound words.- I
4. Identify prefixes and their origin (meaning).- I
5. Identify suffixes.- I
6. Uses suffixes correctly, (plurals).- I
7. Apply the following spelling rules:- I
    a. double the final consonant
    b. change y to i
8. Divide given words into syllables.- I
9. Spell correctly sight words/and high frequency words.- M
10. Use homonyms spelled correctly.- I
11. Apply the rules for contractions.- M
12. Spell correctly proper names.- R
13. Use abbrevations correctly.- I
14. Use dictionary skills to improve spelling.- R
15. Use appropriate method of word study.-R

SPELLING OBJECTIVES
FIFTH GRADE

The student will be able to:

1. Recognize spelling patterns in words.- R
2. Form compound words.- I
3. Identify prefixes and their meanings (generalize to other words).- R
4. Identify suffixes.- M
5. Use suffixes correctly (plurals).- R
6. Apply the following spelling rules:- R
    a. double the final consonant
    b. change y to i
    c. possessives
7. Divide given words into syllables.- R
8. Spell correctly sight words and high frequency words.- M
9. Use homonyms spelled correctly.- R
10. Spell correctly proper names.- R
11. Use abbreviations correctly.- R
12. Use dictionary skills to improve spelling.- R
13. Use appropriate method of word study.- R

SPELLING OBJECTIVES
SIXTH GRADE

The student will be able to:

1. Recognize spelling patterns in words.- R
2. Spell correctly variations with consonants and vowels.- I
3. Form compound words.- M
4. Identify prefixes and generalize meaning.- M
5. Use suffixes correctly.- M
6. Apply the following spelling rules:- M
    a. double the final consonant
    b. change y to i
    c. possessives
7. Divide given words into syllables.- M
8. Use homonyms spelled correctly.- M
9. Spell correctly proper names.- M
10. Use abbreviations correctly.- M
11. Use dictionary skills to improve spelling.- R
12. Use appropriate method of word study.- R

SPELLING OBJECTIVES
SEVENTH AND EIGHTH GRADES

The student will be able to:

1. Spell correctly variations with consonants and vowels.- R

2. Give examples for:-R

    a. homonyms
    b. synonyms
    c. antonyms
    d. homographs
    e. homophones

3. Identify (Latin) root words.- I

4. Apply affix skills to predict spelling patterns.- R

5. Recognize syllabic structure of a word.- R

6. Apply mnemonic techniques to assist in unusual spellings.- I

7. Demonstrate proof-reading skills.- R

8. Use correct spelling in revised editions of all written work.- R

9. Use abbreviations correctly.- M

10. Use appropriate method of word study.- M

11. Use dictionary skills to improve spelling.- R

SPELLING OBJECTIVES
NINTH, TENTH, ELEVENTH, AND TWELFTH GRADES

The student will be able to:

1. Demonstrate proof reading skills in written work.- M
2. Give examples of mnemonic strategies to assist in unusual spellings.- M
3. Identify spelling patterns to predict word spelling.- M
4. Use word origins to make connections to known words.- M
5. Use correct spelling in revised editions of all written work.- M
6. Use dictionary skills to improve spelling.- M